

Rollins College

## Rollins Scholarship Online

---

The College of Liberal Arts Faculty Minutes

College of Liberal Arts Minutes and Reports

---

4-29-1987

### Minutes, College of Arts & Sciences Faculty Meeting, April 29, 1987

Arts & Sciences Faculty  
*Rollins College*

Follow this and additional works at: [https://scholarship.rollins.edu/as\\_fac](https://scholarship.rollins.edu/as_fac)

---

#### Recommended Citation

Arts & Sciences Faculty, "Minutes, College of Arts & Sciences Faculty Meeting, April 29, 1987" (1987). *The College of Liberal Arts Faculty Minutes*. 201.  
[https://scholarship.rollins.edu/as\\_fac/201](https://scholarship.rollins.edu/as_fac/201)

This Minutes is brought to you for free and open access by the College of Liberal Arts Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in The College of Liberal Arts Faculty Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact [rwalton@rollins.edu](mailto:rwalton@rollins.edu).

FROM: Barry Allen  
Secretary of the Faculty

TO: Faculty of the College

DATE: April 23, 1987

RE: Agenda for April 29, 1987 Faculty Meeting  
[Crummer Auditorium, 3:30 p.m.]

\*\*\*\*\*

Agenda

- I. Call to Order
  - II. Approval of Minutes
  - III. New Business
    - A. Faculty elections
    - B. Faculty Compensation Policy (attached)
    - C. Faculty Load Policy (attached)
    - D. Finals Week Policy (attached)
    - E. Florida Interacademic Consortium Proposal (attached):  
Be it resolved that the faculty approve the establishment of a Florida Interacademic Consortium and assume responsibility (through the relevant committees and departments) for curriculum, personnel (selection of faculty & students), and programmatic oversight.
  - IV. Committee Reports (as necessary)
  - V. Reports from administrators (as necessary)
  - VI. Adjournment
- {What? No Reception?}

## Principles of the Faculty Load Policy

- 1) Faculty credit for offload courses should be treated differently from credit for on load courses.
- 2) Faculty teaching 1.25 and 1.5 CU courses should receive more than 1 CU credit for these courses.
- 3) Low-enrollment onload courses should never be counted less than their CU value.
- 4) Low-enrollment offload courses should be treated in a manner consistent with independent studies.
- 5) In calculating overload, large-enrollment courses should be counted on the basis of the size of the class.
- 6) No faculty member may be compensated or receive release time for more than 1 CU of overload per semester.
- 7) Departments may establish alternative load accounting systems. Such systems must be approved before implementation by the FCPDC.

### FCPDC PROPOSALS

#### Determining Load

- 1) There are two quantities that are used in the determination of a faculty member's teaching load; the credit unit (CU) and the weighted credit unit (WCU). They are defined as:

Credit Unit - The credit unit value of the course as published in the catalog at the time the course is taught.

Weighted Credit Unit - A measure of the additional teaching load imposed by courses that have high enrollments. The weighted credit unit value of a course is determined by multiplying the CU value of the course by the number of students enrolled at the end of the drop-add period, and dividing that product by 25. The maximum number of students in a single class, for purposes of calculating the WCU value of a course, is 50. Any enrollments above 50 will be counted as 50 for purposes of the load calculation.

#### Examples:

A 1.0 CU course with 20 students enrolled has a WCU value of 0.8.

A 0.5 CU course with 30 students enrolled has a WCU value of 0.6.

A 1.0 CU course with 65 students enrolled has a WCU value of 2.0.

For purposes of calculating load, an independent study counts as .2 CU.

- 2) Faculty teaching load is calculated with the following procedure.
  - a) Determine the CU and WCU value of all courses.
  - b) Assign the larger of the two values, CU or WCU, to each course.
  - c) List all courses in descending order of teaching load value.
  - d) Sum the teaching load values in the list one at a time, starting with the largest. If the sum exceeds the contract load, go to (3) to determine the overload value.
- 3) Overload value is calculated with the following procedure:
  - a) All courses above the contract are counted as in [2(a),(b)] if the enrollments are greater than five.
  - b) If the enrollments in a course above the contract load is less than five, determine the overload value by multiplying the number of students enrolled by one-fifth of the CU value.
  - c) Independent studies are counted at .2 CU per independent study, so long as the independent study meets for an average of at least one hour per week in the fall or spring terms, or three hours per week during the winter term.
- 4) Overload compensation is determined by rounding the final total down to the nearest 0.5 CU.
- 5) The faculty member has the choice of receiving financial compensation for the overload in the term it is taught, or banking the overload and taking released time equivalent to the overload at some later date. A faculty member may take up to 1.5 CU of banked released time per term.

Examples: (All examples assume a contract load of 3 CU).

- A) Professor A teaches a 1.0 CU with 20 students, a 1.0 CU course with 10 students, a 1.0 CU course with 5 students, and 2 independent study students. The WCU values of the three courses are 0.8, 0.4, and 0.2.

The calculation is thus:

CU	WCU	Enrollment
1.0	0.8	20
1.0	0.4	10
<u>1.0</u>	<u>0.2</u>	<u>5</u>
3.0		

plus 2 independent studies at 0.2 apiece to yield a final total of 3.4, which rounds down to 3.0.

- B) Professor B teaches a 1.0 CU course with 42 students, a 1.0 CU course with 10 students, a 1.0 CU course with 40 students, a 1.0 CU course with 2 students. The WCU values of the four courses are 1.6, 0.4, 0.16 and 0.08.

In the calculation, list the courses by CU and WCU:

CU	WCU	Enrollment
1.0	1.68	42
1.0	0.4	10
1.0	0.16	4
1.0	0.08	2

The first three courses sum to 3.68, since the higher of the CU/WCU values is used until the contract load is reached. Using the procedure in [3(a),(b)], the contract load of the last course is 0.4 CU.

The final total is thus 4.08 CU, so the faculty member is to be compensated for a 1 CU overload.

- C) Professor C teaches a 1 CU course with 6 students, a 1 CU course with 4 students, a 1 CU course with 3 students, and a 1 CU course with 2 students. Listing the courses by CU and WCU,

CU	WCU	Enrollment
1	.24	6
1	.16	4
1	.12	3
1	.08	2

The first three courses sum to 3.0. The load value of the fourth course is found to be 0.4 CU, using the procedure of [3(a),(b)]. The load total is thus 3.4, which rounds down to 3.0.

- D) Professor D teaches a 1.0 CU course with 41 students, a 1.0 CU course with 37 students, and a 1.0 CU course with 6 students. Listing the courses by CU and WCU,

CU	WCU	Enrollment
1.0	1.64	41
1.0	1.48	37
1.0	.24	6

The first two courses sum to 3.12. The third course, with an enrollment of six, counts as 1 CU, so the load total is 4.12. The faculty member is carrying a 1.0 CU overload.

- E) Professor E teaches a 1.5 CU course with 12 students, a 1.5 CU course with 8 students, a 1.0 CU course with 2 students, and a 0.5 CU course with 2 students. Listing the courses by CU and WCU,

CU	WCU	Enrollment
1.5	.72	12
1.5	.48	8
1.0	.08	2
0.5	.04	2

Summing the first two courses yields 3.0 CU. The second two count as 0.4 CU and 0.2 CU, respectively. The load total is 3.6 CU, so that the faculty member is carrying a 0.5 CU overload.

#### Winter Term Policy

- 1) Each faculty member is entitled to be released from teaching duties during winter term once every four years.
- 2) No more than 40% of the faculty of a department may be released from teaching duties at any one time under the provisions of (1) above, without the approval of the Dean of the Faculty.
- 3) A faculty member whose winter term course has an enrollment of zero has the following options:
  - i) present a proposal to the department head and the dean of the faculty to undertake a professional development project during winter term.
  - ii) agree to teach an overload of 1 CU before the next winter term
  - iii) take that winter term as the free term described in (1) above
  - iv) use 1 CU of banked released time.

The dean of the faculty has the right to approve the exercise of any of these options.

# FACULTY COMPENSATION POLICY

## Purpose

This document is designed to provide the Rollins College undergraduate faculty with a FIVE-YEAR FACULTY SALARY POLICY. The policy embraces specific principles and objectives which should be used as guidelines for decision making by the FCPDC during a five year period.

## Principles

- 1) Compensation and teaching loads at Rollins should be comparable to compensation and teaching loads at comparable institutions.
- 2) There should be a minimum salary, based on rank, degree and years of service, that no faculty member's stipend may be less than.
- 3) The present salary promotional increment between the ranks should be increased to \$3,000 and \$4,000 for promotion to associate professor and full professor, respectively, with corresponding increases to existing associate and full professors' salaries.
- 4) There should be funds available to address salary discrepancies that arise through market influences.
- 5) There should be no salary discrepancies between sexes when adjusted for years of service.

## Objectives

- 1) The goal, to be attained over a five-year period, is to raise Rollins faculty salaries to the level of the peer group listed in the Academic Update, Vol. IV no. 5 with the addition of two institutions located in non-rural settings. This goal will be reached when the average assistant professor salary at Rollins is equal to or greater than the average assistant professor salary at those five institutions.
- 2) As the average assistant professor salary rises, so will the salaries of all ranks by this amount in addition to the promotional increments specified in principle 3.
- 3) The minimum salary line for all ranks must rise at a rate equal to the consumer price index for the current year. For example, if the increase in the CPI for 1988-89 were to be 5%, the increase in the compensation pool for general salary increases in 1989-90 would need to be at least 5%.
- 4) Any increase in the compensation pool remaining after achievement of the above objectives is to be distributed as a year-of-service increment. A year-of-service increment is a flat dollar amount increase in all faculty stipends.

- ) A pool of funds no greater than 10% of the increase in the compensation pool is to be available to correct salary discrepancies that arise through market influences. The decisions as to the distributions of these funds are to be made by the Dean of the Faculty, upon application for such funds by individual faculty members.
- ) The TIAA/CREF retirement benefit should be increased to allow up to 10% of salary to be matched by individual contributions.



# ROLLINS COLLEGE

Dean of the Faculty  
Campus Box 2749  
Winter Park, FL 32789-4496  
305/646-2280



## FLORIDA INTERACADEMIC CONSORTIUM PROPOSAL DOCUMENT

- I. The Project: The FLORIDA INTERACADEMIC CONSORTIUM (FLIC), a cooperative undertaking of Rollins College and ten independent Florida secondary schools, is a new school-college partnership in the liberal arts, designed to bridge the school-college gap for both college-bound students and their teachers. Selected college-level courses will be developed jointly by college and secondary instructors at summer workshops and then offered at both Rollins and the high schools for Rollins College credit. Syllabi, books, teaching materials and techniques, and evaluation standards will be coordinated so that all students enrolled in the FLIC courses will receive a common educational experience. Communication among faculty will be maintained through the annual summer workshops, cross-visits to classrooms and a yearly Fall Convocation. At their option, high school teachers may receive graduate credit from Rollins for their participation in the summer workshops. (FLIC would not replace the Advanced Placement programs at participating schools but rather would link with and enrich AP courses. For example, some appropriate AP courses would become FLIC courses as well, thereby giving students two alternative options for obtaining college credit for these courses.)
- II. Unique Characteristics of the FLIC program: FLIC is distinct from other programs designed to enable students to elect college-level courses as parts of their regular secondary school curriculum.
  - A. It is designed to establish a school-college faculty culture that would promote communication, growth, productivity, and continual learning for two groups with much to share but little opportunity for interaction.
  - B. There are criteria and a process whereby secondary school teachers can receive graduate credit for preparing to teach college-level courses.
  - C. Participating faculties have the opportunity to cooperatively create a new Florida-based common curriculum.
  - D. Quality control will be ensured through high selection standards and cross-grading exercises involving student work from the college and high school classes.
- III. FLIC objectives: With an eye toward the experiences of other school-college programs, objectives for a Florida school-college program have been developed. They are as follows:
  - A. To reduce the duplication of material in subjects basic to the liberal arts and to insure that progress of qualified students to advanced levels of study in a discipline is coherent and steady.

- B. To introduce students to college-level work in the supportive atmosphere of their high schools.
- C. To establish the conditions and support for more effective communications and more informed, stimulating relationships between participating school and college faculties to their mutual benefit, and to enhance the learning environments of all students of the high school teachers, not only those enrolled in the college credit program.
- D. To create a working model for professional development of the faculty members in the partnership, and to provide opportunities for accredited post-graduate study for secondary school teachers. In addition, arts and sciences faculty in the college will increase in their abilities to make their curricula a more effective base for graduate and professional training in teaching, and thereby serve as a national model during this era of increased attention to school reform.

IV. Responsibilities of Participant Institutions: Participating schools would offer one or more college courses designed cooperatively by school and Rollins faculty members. The courses would be fully equivalent in content, level, workload and grading standards to courses offered on the Rollins College campus. FLIC courses would constitute a normal component of the teaching loads of participating teachers. Institutional dues, to be set by the Governing Board, would be paid annually by Rollins College and each participating school. Annual dues would be in the \$2000 to \$3000 range. Students would pay a fee to FLIC for each course they enrolled in. Student fees would be in the range of \$50 to \$75 per course, far less than tuition paid by Rollins College matriculants.

- A. Student Admission: Students who wish to enroll in FLIC courses should be strongly motivated and have demonstrated success in disciplines they wish to pursue. Qualified seniors would generally be in the top half of their classes; juniors, in the top quarter. Student credentials would be evaluated by the applicable Rollins academic department and formal acceptances mailed by the Rollins College Registrar.
- B. Teacher Selection: FLIC secondary school faculty would be nominated by the principals or heads of their schools; submit a resume detailing experience, interest in the subject, and special qualifications; and be interviewed by the appropriate Rollins department. The Dean of the Faculty at Rollins appoints FLIC faculty upon recommendation of the school and the Rollins academic department.
- C. Maintenance of Collegiate Standards: Rollins standards would be maintained in these ways:
  - 1. Rollins would accept students into the program and appoint FLIC teachers in the schools.
  - 2. College departmental representatives would visit and evaluate high school FLIC classes.
  - 3. Student papers would be periodically exchanged for cross-grading to ensure that common evaluation standards are being applied at the college and at all participating secondary schools.

V. FLIC Governance: During the preparation and implementation phases of FLIC, the organizational structure of the Ohio School-College Articulation Program (SCAP) will serve as a model.

- A. A Governing Board will be composed of the heads and principals of the participating schools, the President of Rollins College, and the Director. The primary responsibility of this Board of Directors is to oversee the long-range planning for FLIC and to develop its overall philosophy of purpose and organization.
- B. A Director, preferably a member of a central Florida secondary school faculty, is to oversee the project, receiving released time from teaching duties as compensation. The Director is assisted by a Steering Committee composed of one representative from each of the schools and Rollins College. The Rollins faculty member is designated as the Associate Director and is responsible for coordinating the program at the college level. The Steering Committee members coordinate planning and supervise administrative details at their local schools.
- C. Course Committees, drawn from participating departments in FLIC schools, convene by disciplines to generate course proposals. Where Steering Committee approval is achieved on the broad outline of an offering, those who will actually teach the course meet at summer workshops coordinated by Rollins representatives.
- D. Summer workshop participants cooperatively draw up detailed syllabi and participate in scholarly credit bearing seminars on selected topics, texts and pedagogical techniques. After a course has been offered, succeeding spring and summer workshops are devoted to evaluation, revision, selection and analysis of new teaching materials, and the preparation of newly appointed teachers.
- E. At the conclusion of a course, the instructor will submit a list of grades to the Registrar at Rollins. The Registrar is then authorized to issue transcripts to the colleges where students matriculate. (Where appropriate, local grades different from the Rollins grades may appear on the students' high school transcripts, but the Rollins-calibrated grades are the ones submitted to colleges for credit.)

VI. Funding: Foundation support is required and being sought for an implementation phase during which the first FLIC courses are offered, others explored and developed, and the program evaluated. The largest share of the funding would be allocated to honoraria and expenses for faculty participating in course committee meetings and summer workshops in the summer of 1987. The balance would cover such items as replacement costs for the Director's released time, Rollins faculty representatives' honoraria, record keeping, course materials, correspondence, and transportation. Student fees and assessments contributed by participating schools would be keyed to the program budget and contribute to the operating costs of the program. After the initial funding period, the program is expected to be self-supporting with all needed income supplied by student fees and annual institutional dues.

Joan Straumanis  
Dean of the Faculty  
Rollins College

Change the final examination policy on page II-9 of the faculty handbook to read:

The 14th week of classes in the fall and spring terms is reserved for final examinations. All courses will normally include a final examination with possible exceptions for performance, writing, independent study, or seminar courses where other means of evaluation are more appropriate.

The final examination should normally be offered in the time period scheduled in the examination matrix prepared by the registrar. An alternative time period for unusual examination procedures, such as an oral examination, may be used provided that the students involved do not thereby encounter conflicts with other scheduled examinations.

Tests or examinations may be offered through the 13th week of classes but must not be employed in lieu of a final examination.

Final papers, research reports, and other similar assignments should be due before examinations begin to help students avoid conflicts.

If a student has more than two final examinations scheduled in one day, he/she has the right to reschedule one examination to an open date within the final examination period. Arrangements will be made by mid-term through the Dean of the College in consultation with the faculty members involved. (2/27/84)

Department heads are responsible for overseeing the implementation of the final examination policy.

\*\*\*\*\* Meeting of the Faculty of the College \*\*\*\*\*  
Minutes -- April 29, 1987

Attendance: Barry Allen, Pedro Bernal, Erich Blossey, Alexander Boguslawski, Edward Borsoi, Barbara Carson, Kathleen Cherry, Gloria Child, Doug Child, Edward Cohen, Thomas Cook, Joan Davison, Nancy Decker, Daniel DeNicola, Hoyt Edge, Charles Edmondson, Larry Eng-Wilmot, Rick Foglesong, Greg Gardner, Lynda Glennon, Yudit Greenberg, Laura Greyson, John Heath, William Hepburn, Gordon Howell, Roy Kerr, Thomas Lairson, Patricia Lancaster, Jack Lane, Ronald Larned, Carol Lauer, Robert Lemon, Edmund LeRoy, Barry Levis, Richard Lima, Fidel Lopez-Criado, Donald Mansfield, John McCall, Ruth Mesavage, Maurice O'Sullivan, Twila Papay, Steve Phelan, Pat Polley, Roger Ray, David Richard, John Ross, Maria Ruiz, Marie Shafe, Robert Smither, Marilyn Stewart, Joan Straumanis, Kenna Taylor, Bob Thompson, Kathryn Underdown, James Warden, Bari Watkins, and Gary Williams.

The meeting was called to order at 3:38 p.m.

The minutes of the March meeting were approved with a clarification from the chair. The clarification was that the new structure for the Continuing Education Committee will be effective September, 1987.

Elections for some of the Standing Committees for next year were held. The lucky winners are:

CAB

Expressive arts	Greg Gardner
Science and math	Pat Polley
At-large	Twila Papay

Steering Committee

Humanities	Barbara Carson
Social Sciences	Carol Lauer
Expressive arts	Bob Lemon

Curriculum Committee

At-large	Arnold Wettstein
Humanities	Rosemary Curb
Social Sciences	Rick Foglesong (by acclamation)

Committee on Standards

Humanities	Nancy Decker
Social Sciences	Barry Levis

Financial Aid

At-large	Pedro Bernal
	Pat Lancaster

Admissions

Expressive arts	Ron Larned
Science-mathematics	Larry Eng-Wilmot
Social Sciences	Maria Ruiz

FCPD

Humanities	Hoyt Edge
Science-mathematics	Don Mansfield

Social Sciences  
At-large

Paula Satcher  
Laura Greyson

Dan DeNicola introduced Elsie Cross, our new organizational development consultant.

Pat Polley presented the proposed faculty compensation policy. An amendment to strike objective (5) - a pool no greater than 10% for market adjustments was defeated. A friendly amendment to objective (1) was accepted so that objective (1) now reads:

- 1) The goal, to be attained over a five-year period, is to raise Rollins faculty salaries to the level of the peer group listed in the Academic Update, Vol. IV no. 5 with the addition of two institutions located in non-rural settings. This goal will be reached when the respective average assistant, associate and full professor salaries at Rollins is equal to or greater than the average assistant, associate and full professor salaries at those five institutions as adjusted for years of service.

The faculty compensation policy was then adopted.

Pat Polley next presented FCPDC's proposed load policy. A motion to separate the winter term policy from the load proposal passed. After a long discussion of the proposal, there was a quorum call. There being no quorum, the meeting petered out at 5:22 p.m.